

Handout Materials.

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HANDOUT MATERIALS

PROJECT OUTREACH

for

Preschool Visually Impaired

CENTRAL PENNSYLVANIA

SPECIAL EDUCATION RESOURCE CENTER

4400 FRANKLIN STREET • HARRISBURG, PENNSYLVANIA 17111 • TELEPHONE (717) 564-1876



FINGER PLAYS

1. This Little Pig Went to Market

This little pig went to market,
This little pig stayed home,
This little pig had roast beef,
This little pig had none.
This little pig cried "wee, wee, wee"
All the way home.

2. Ten Little Indians

One little, two little,
Three little Indians.
Four little, five little,
Six little Indians.
Seven little, eight little,
Nine little Indians.
Ten little Indian boys.

(Substitute word (valentine)
for "Indian" in February.)

3. All For Baby

Here's a ball for baby,
Big and soft and round!
Here is baby's hammer,
O, how he can pound!
Here is baby's music,
Clapping, clapping so!
Here are baby's soldiers
Standing in a row!

4. One, two, three, four, five. I caught a fish alive. Why did I let him go? Because he bit my finger soooooo! OUCH!

5. The Beehive

Here is the beehive, (clench hand
Where are the bees? into fist)
Hidden away where nobody sees.
Soon they come creeping out of the hive -
One! Two! Three! Four! Five!

At first glance, finger plays may seem to lack meaning for blind children. However, sighted children at this age are not always familiar with the concepts in use either. The sounds, rhythms, and finger motions are fun and a good way to engage a child in group or individual play. The following finger games have been used successfully with blind and visually impaired young children.

6. Hand Play

Open them, shut them,
Open them, shut them,
Give a little clap!
Open them, shut them,
Open them, shut them,
Lay them in your lap.
Creep them, creep them,
Creep them, creep them,
Way up to your chin.
Open up your little mouth,
But do not let them in.

7. The Little Turtle

There was a little turtle,
He lived in a box.
He swam in a puddle,
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
He snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn't catch me.

8. Mulberry Bush

This is the way we clap our hands,
We clap our hands,
We clap our hands.
This is the way we clap our hands,
So early in the morning.

Continue with:

wash our face
wash our hands
brush our hair
brush our teeth
tie our shoes
eat our cereal
drink our juice

9. Hand Play - while sitting or standing

Touch your toes and then your knees.
Touch your toes; touch your knees.
Touch your toes and then your knees,
And let your hands go clap!

10. Did you ever see a Lassie (our Kristie, our Dougie, etc.)
a Lassie, a Lassie?
Did you ever see a Lassie
go this way and that?

(touch toes, clap hands, shake head, etc.)

PROGRAM ACTIVITIES FOR TODDLERS

by

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Laboratory Preschool
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I. PRE-SCIENCE ACTIVITIES

A. Developmental Goals:

To learn to get along with other children and to share.

To learn to understand the needs of others.

To learn to respect other's rights and feelings.

To learn to play constructively.

To be cooperative in groups.

To develop temporal, causal and spatial relations.

To develop object constancy.

To develop skills of one to one correspondence, seriation, and classification.

To develop curiosity for learning.

To learn verbal labels for objects and properties.

B. Activity Suggestions:

1. Water table or tub.

a. Use containers of varying sizes.

b. Use soap and beaters to make suds.

c. Use sailboats and let children blow them.

d. Use food coloring to change color of water.

e. Place seashells in water.

f. Provide dolls, washcloths, and soap for giving baby a bath.

g. Fill table with cedar chips, styrofoam squiggles, or cornmeal.

h. Fill table with sand and use funnels, scoops and sifters.

2. Collage Materials.

a. Textured: fur scraps, burlap, corrugated paper, cloth, feathers, cotton, seeds.

b. Shapes: buttons, straws, macaroni, string, tongue depressors.

c. Patterned: wallpaper, magazines, greeting cards, gift wrapping, catalogs.

d. Transparent and semi-transparent: onion sacks, tissue paper, cellophane, paper lace doilies.

e. Sparkling or shiny: sequins, glitter, wrapping paper, foil.

f. Scattering: shavings, tiny pebbles, sawdust, salt.

The following records were found to be very useful for blind and visually impaired young children:

1. Ella Jenkins Play Your Instruments and Make A
Pretty Sound
Folkway Records - FC 7665
2. Ella Jenkins You'll Sing a Song and I'll Sing
A Song
Folkway Records - FC 7664
3. Ella Jenkins Counting Games and Rhythms for the
Little Ones
Folkway Records - FC 7056
4. Dorothy Olsen Lullabies for Sleepy-Heads
RCA Victor, Bluebeard Children's Record
LBY-1003
5. Masterseal Nursery Rhymes and Children's Songs
11 Rhymes, 15 Songs
6. Hap Palmer Learning Basic Skills Through
Music, Vol. I
Educational Activities, Inc.,
Freeport, N.Y. 11520
7. Hap Palmer Learning Basic Skills Through Music -
Vocabulary
AR 521
8. Hap Palmer Getting to Know Myself
AR 543
9. Hap Palmer Simplified Folk Songs
AR 518
10. Hap Palmer Mod Marches
AR 527
11. Hap Palmer Modern Tunes for Rhythms and Instruments
AR 523
12. Concept Records Basic Songs for Exceptional Children,
Vol. I
Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California

- g. Units: use all things to do with food, doctor's office, clothing, parts of body.

II. MUSIC ACTIVITIES

A. Developmental Goals:

1. To learn to be cooperative in groups.
2. To learn to communicate in meaningful ways to express oneself.
3. To control and establish outlets for feelings.
4. To be able to function independently.
5. To learn to be a happy person.
6. To be creative in self expression, including fantasy.

B. Activity Suggestions:

1. Provide for a variety of musical learning experiences, through recordings of stories, songs, sounds, different rhythms and mood music.
2. Have a resource person play an instrument for the group: piano, guitar, flute, etc.
3. Explore sounds the body can make:
 - a. Hands - clap, rub together, pat hands on tummy or floor, slap knees.
 - b. Feet - pat on floor gradually getting louder, march.
 - c. Mouth - sigh, shh, smack lips.
4. Provide opportunities for children to explore an instrument freely. Let them discover which way an instrument sounds best.
5. Make simple rhythm instruments - place different kinds of beans in pop cans and tape opening closed.
6. Use songs as a transition from one activity to another.
7. Use songs that utilize children's name or clothing.
8. Use actions to simple songs.
9. Ask children what they want to sing.
10. Encourage children to sing spontaneously as they play.

III. MOVEMENT

A. Developmental Goals:

1. To develop a positive self image.
2. To develop an increasing sense of body control.
3. To develop a trust in others.
4. To understand what one's body can do.
5. To develop body awareness in space.
6. To develop strength and agility in muscles and coordination between muscles.

B. Activity Suggestions:

1. Standing in place, practice jumping up and down.
2. Move about in any way you'd like with just your feet touching the floor.

3. Make yourself small and thin and very big.
4. To a drum beat move fast, then slow, then fast.
5. Take big steps, small steps, etc.
6. Move like a snake, rabbit, elephant.
7. Tiptoe like a butterfly, cloud, whisper.
8. Move with hands near to feet and then away from feet.
9. Move with feet together, then far apart.
10. Hold your hands in front, above head, at sides, behind, on knees, shake them.
11. Travel with hands and feet on floor.
12. Move freely to music.

IV. ART ACTIVITIES

A. Developmental Goals:

1. To be able to help oneself.
2. To be creative in self expression including fantasy.
3. To develop eye-hand coordination.
4. To develop small muscle control.
5. To develop the senses.
6. To develop the ability to relax and rest.
7. To develop problem solving skills.
8. To develop the use of language for communication.
9. To understand causal relationships in the environment.
10. To learn to listen and follow directions.
11. To feel free to be alone.

B. Activity Suggestions:

1. Pudding fingerpaint
 - a. Use 1/4 c. chocolate pudding per child.
 - b. Let child fingerpaint with pudding on table.
 - c. Allow them to lick fingers.
 - d. Help child taste and feel and verbalize these feelings.
2. Spatter painting
 - a. Mix paints with large percentage of detergent so it will clean up easily.
 - b. Use wire screen frames.
 - c. Have ready toothbrushes and pans of thin paint.
 - d. Place designs on paper under screen.
 - e. Brush paint with toothbrush.
 - f. Lift screen and note design.
3. Sponge painting
 - a. Cut a sponge into pieces.
 - b. Put paint into pans or on folded paper towels.
 - c. Dip into paint.
 - d. Sweep and twist over paper to make design.
4. Dry powder painting
 - a. Put dry powder in dishes.
 - b. Use wads of cotton.
 - c. Note soft effect.

5. Soap Painting
 - a. Whip liquid ivory and small amount of water with electric beater.
 - b. Add dry paint powder.
 - c. Use as fingerpaint on paper or tabletop.
6. Color mixing
 - a. Present a variety of colors.
 - b. Let children combine colors.
 - c. Note shades, colors, and tints that result.
7. Block or gadget printing.
 - a. Place paint in bowl on folded paper toweling.
 - b. Dip objects into paint.
 - c. Press or rub on paper.
 - d. Use spools, corks, cups, combs, potatoes cut in shapes, etc.

V. TABLETOYS (Taken from "Tabletoys: The Underdeveloped Resource", by Alice Whiten in the Extension News)

A. Coordination Activities

1. Sewing cards, busy box, lacing shoe, button frame, and latch and catch box.
2. To provide practice at doing a motor task that may be difficult for the child.
3. To enable the child to become self sufficient in his day to day environment.
4. To provide skills of practical value to child and his family.

B. Construction materials

1. Lego blocks, shapes, colored cubes, hammer and nail, magnetic shapes, tinker toys.
2. To explore two and three dimensions of space.
3. To combine shapes to create new forms.
4. To develop imagery to enhance their structures with special meanings, relevant to themselves.
5. To become sensitive to texture, translucency and color.
6. To learn that one can control the material.
7. To learn that one's behavior determines the process and the product.

C. Reconstruction Activities

1. Kitty in the keg, stacking cups, rocks stack, puzzles, the mailbox.
2. To develop visual memory and assessment of size, shape, and color and function.
3. To develop motor coordination.
4. To learn persistence in completing a task.

D. Classification Activities

1. Dominoes, lotto, pegboards, beads.
2. To develop eye-hand coordination.
3. To develop small muscle control.
4. To develop the skills of matching, patterning, and grouping.

Tactile Experiences
for
Young Blind Children

The following recipes and task sheets were received from Sharon Guthrie, of the Portland, Oregon, Public Schools. They can be used in reaching target behaviors in:

1. Sand Play
2. Water Play
3. Clay Play
4. Finger Paint

Mrs. Robert's Clay

1 ½ cups water
2, tablespoons alum
½ cup salt
2 ½ to 3 cups flour

Heat and stir water and salt till mixture bubbles.
Add alum and flour to mixture.
Remove from heat and stir.
Spoon onto counter top and knead until smooth.
(Coloring may be added to water before heating.)
(Store in an air-tight container. May be kept indefinitely.)

Mrs. Robert's Finger Paint

1 tablespoon alum
1 cup sugar
1 cup flour
6 cups water

Place flour and sugar in top of double boiler.
Add 1 cup cold water and stir till smooth.
Add 5 cups boiling water to mixture.
Stir till mixture boils.
(Flavoring such as vanilla, cinnamon, almond, etc. may be added to enhance the odor. Coloring may also be added at this time or may be sprinkled on top of paint base when it is used.)
(Place this mixture in glass jars and store in the refrigerator.)

RECREATION---

A. Sand Play:

(Corn meal, rice, beans, seeds, etc. are also suitable.)

Phase XVI	Child places his hands into the sand with help for 60 seconds.
Phase XV	Child places hands in sand with help for 45 seconds and maintains position unaided 15 seconds.
Phase XIV	Child places hands in sand with help for 30 seconds and maintains position unaided for 30 seconds.
Phase XIII	Child places hands in sand with help for 15 seconds and maintains position for 45 seconds.
Phase XII	Child places hands in sand unaided and maintains position for 60 seconds.
Phase XI	Child places both hands in sand, opens and closes them.
Phase X	Child places both hands in sand, opens hands, grasps handful of sand, lifts hands, and releases sand at random.
Phase IX	Child places both hands in sand, worker hand obtains sand, helper hand is held over the sandbox. Worker hand releases sand over helper hand.
Phase VIII	Child places both hands in sand, worker hand obtains sand, helper hand with adult help holds cup. Worker hand releases sand into cup.
Phase VII	Same as Phase VIII except that helper hand holds onto cup unaided.
Phase VI	Child scoops up sand with tool held by worker hand and pours sand out into sandbox at random.
Phase V	Same as Phase VI except that child pours sand over helper hand.
Phase IV	Same as Phase VI except that child pours sand into a container held by helper hand.
Phase III	After filling container as in Phase IV, child smooths sand in container level with his hand.
Phase II	Same as Phase III except that child levels sand with a tool.

Phase I Child lifts container of sand with worker hand and pours contents into a second container.

The following steps apply to Phases I to XI.

- Step 1. Five times with help, adult hands over child's.
- Step 2. Two times with help, adult hands over child's, three times adult's hands give direction at child's elbows.
- Step 3. Two times with adult help at child's, three times no aid.
- Step 4. No aid.

RECREATION:

B. Water Play:

- Phase XVI Child places hands into the water with help for 60 seconds.
- Phase XV Child places his hands in water with help for 45 seconds and maintains position unaided for 30 seconds.
- Phase XIV Child places hands in water with help for 30 seconds and maintains position unaided for 30 seconds.
- Phase XIII Child places hands in water with help for 15 seconds and maintains position unaided for 45 seconds.
- Phase XII Child places hands in water unaided and maintains position for 60 seconds.
- Phase XI Child places both hands in water unaided, opens and closes them.
- Phase X Child locates sponge in water.
- Phase IX Child picks up sponge and squeezes it out at random.
- Phase VIII Same as IX except that child squeezes out sponge over helper hand.
- Phase VII Child locates pitcher in water.
- Phase VI Child locates pitcher and picks it up.

Phase V	Child locates pitcher, picks it up, and scoops up water.
Phase IV	Child pours water from pitcher into water tray at random.
Phase III	Same as Phase IV except that child pours water over helper hand with pitcher held by worker hand.
Phase II	Child holds cup with helper hand. Worker hand scoops up water and pours it into cup held by helper hand.
Phase I	Child locates boat in water and pushes boat along.

The following steps apply to Phases I to XI.

Use same 4 steps listed for sand play.

C. Clay Play:

Phase XIII	Child uses both hands to pat clat.
Phase XII	Child uses both hands to squeeze clay.
Phase XI	Child holds clay firmly with helper hand, pulls off pieces with fingers of worker hand, and places them on a dish.
Phase X	Child pokes clay with thumb of worker hand.
Phase IX	Child pokes clay with tool held by worker hand.
Phase VIII	Child uses both hands to roll clay.
Phase VII	Child makes circle with roll of clay.
Phase VI	Child makes coils with roll of clay.
Phase V	Child flattens clay with rolling pin.
Phase IV	Child places cookie cutter on clay.
Phase III	Child pushes cookie cutter down into clay.
Phase II	Child lifts cookie cutter up from clay.
Phase I	Child releases cut-out from cookie cutter to table top.

The following steps apply to
Phases I to XIII:

- Step 1. Five times with help.
- Step 2. Two times with help and continues
unaided.
- Step 3. No aid.

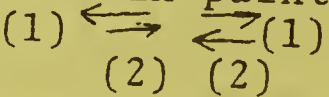
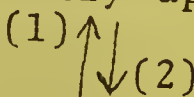
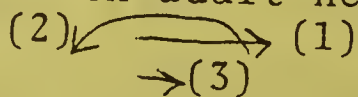
RECREATION...

D. Finger Paint:

- Phase VXI Child places hands in paint on table top
in front of body.
- Phase VXI Child pats paint.
- Phase VX Child scratches fingers on table top in paint.

The following steps apply to Phase IVX to VXI.

- Step 1. Five times with help.
- Step 2. Three times with help, two times unaided.
- Step 3. No aid.

- Phase XIV Child moves hands outward to sides and inward
to midline in paint with adult help.

- Phase XIII Adult moves child's hands outward to sides.
Child brings hands together at midline unaided.
- Phase XII Child moves hands outward to sides and inward
to midline unaided.
- Phase XI Child moves vertically up and down in paint
with adult help. 
- Phase X Child moves hands vertically up with help and
brings vertically down unaided.
- Phase IX Child moves hands vertically up and down
in paint unaided.
- Phase VIII Child moves hands horizontally right, left
and right with adult help, making an arch.

- Phase VII Adult moves child's hands horizontally right
then left. Child moves hands in an arch toward
the right. Adult moves hands horizontally right.
- Phase VI Child moves hands horizontally left to right
making an arch across the paint.

- Phase V Child moves hands horizontally right, left, and back to right.
- Phase IV Adult moves child's hands together up through center, apart, and down, returning to the midline, making 2 circles in paint.
- Phase III Adult moves child's hands together up through center and apart. Child brings hands down and returns them to midline to complete the circle.
- Phase II Adult moves child's hands together up through the center. Child moves hands apart, down, and returns to midline to complete circles.
- Phase I Child moves hands up through center, apart, down, and together to make two circles in paint.

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DATE DUE

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